

# Executive Summary School Accountability Report Card, 2009-2010

## *For Hill View School*

**Address:** 18136 Jurupa Avenue, Bloomington, CA 92316  
**Principal:** Raffi Chaparian

**Phone:** 909.546.1996  
**Grade Span:** K-12 grades

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### **About This School**

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Hill View School provides special education programs to young people, ages 5-21 who are not successful in comprehensive public school. Hill View School is a nonpublic school certified by the California Nonpublic Schools and Agencies Unit. Hill View School is under contract with local school districts to meet the needs of those students who are not performing well.

The ratio for adults who work directly with children is 1 adult for every 3 students. Average class size is 6. All of the Hill View School teachers are credentialed by the State of California Commission on Teacher Credentialing.

Hill View School staff is committed to its students and to their success in school as they work hard to overcome academic weaknesses, advance in core subject ability levels, and improve their grades. Where many students have struggled in the past to earn passing grades, our small class size and the individual attention provide all students the opportunity to experience success.

Students have a great record of attendance at Hill View School. They are at school every day with minimum absences, which positively impacts their performance and productivity.

At Hill View School, we use direct instruction techniques and, where appropriate, Corrective Reading and Corrective Math. We are proud of our students, and their achievements.

### **Student Enrollment**

<b>Group</b>	<b>Enrollment</b>
Number of students	18
African American	33%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	33.5%
Pacific Islander	0%
White (not Hispanic)	33.5%
Multiple or No Response	0%
Socioeconomically Disadvantaged	100%
English Learners	%
Students with Disabilities	100%

### **Teachers**

<b>Indicator</b>	<b>Teachers</b>
Teachers with full credential	2
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## School Facilities

### Summary of Most Recent Site Inspection

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AES- Hill View School's school grounds, buildings, and restrooms are maintained in accordance with the highest standards established by Advanced Education Services and are inspected daily to ensure those high standards are maintained. On-site maintenance personnel and daily custodial service assure the safety, cleanliness, and adequacy of school facilities. School safety programs for all staff, documented safety inspections, safety meetings, contracted fire equipment maintenance service, a fire warning system, announced and unannounced fire and earthquake drills, and local fire authority inspections all ensure a safe and clean school facility.

Hill View School was established in August of 2008. The school has 6 computers that are used for instructionally allotted purposes. Every classroom has internet access via a state of the art high speed internet communication line. Our buildings meet handicap regulations. We are also in compliance with state earthquake standards. The hard work of our maintenance staff keeps our facility in excellent condition.

### Repairs Needed

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There are no repairs needed at this time.

### Corrective Actions Taken or Planned

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N/A

## Curriculum and Instructional Materials

<b>Core Curriculum Areas</b>	<b>Pupils Who Lack Textbooks and Instructional Materials</b>
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (grades 9-12)	N/A

## Student Performance

<b>Subject</b>	<b>Students Proficient and Above on California Standards Tests</b>
English-Language Arts	See note
Mathematics	See note
Science	See note
History-Social Science	See note

## School Completion

<b>Indicator</b>	<b>Result</b>
Graduation Rate	See note

## School Finances

<b>Level</b>	<b>Expenditures Per Pupil (Unrestricted Sources Only)</b>
School Site	See note
District	See note
State	See note

## Academic Progress

<b>Indicator</b>	<b>Result</b>
2007 API Growth Score (from 2007 API Growth Report)	See note
Statewide Rank (from 2007 API Base Report)	See note
2007-08 Program Improvement Status	See note

## Postsecondary Preparation

<b>Measures</b>	<b>Percent</b>
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	See note
Graduates Who Completed All Courses Required for University of California or California State University Admission	See note

# School Accountability Report Card Reported for School Year 2009-10 *Published During 2010-2011*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Hill View School	<b>Organization Name</b>	Advanced Education Services
<b>Street</b>	18136 Jurupa Avenue	<b>CEO</b>	John Neieber
<b>City, State, Zip</b>	Bloomington, CA 92316	<b>Phone Number</b>	909-825-5797
<b>Phone Number</b>	909-546-1996	<b>Web Site</b>	<a href="http://www.aes-ssg.org">www.aes-ssg.org</a>
<b>Principal</b>	Raffi Chaparian	<b>SARC Contact</b>	Joshua Wyckoff
<b>E-mail Address</b>	<a href="mailto:rchaparian@aes-ssg.org">rchaparian@aes-ssg.org</a>	<b>E-mail Address</b>	<a href="mailto:jwyckoff@aes-ssg.org">jwyckoff@aes-ssg.org</a>

### School Description and Mission Statement

This section provides information about the school's goals and programs.

Hill View School was founded as a non-profit, non-public school in 2008 to educate students with special needs. Today, Hill View School includes private education and special education day services. It is the philosophy of Hill View School that every staff member, teacher, and administrator promotes the education needs of our students in a caring environment. Each staff member seeks the opportunity to inspire, guide, and direct youth and to provide role models for the future as students mature mentally and physically.

We strive to provide a supportive environment that emphasizes core values, self-accountability and shared responsibility. We believe that every child is educable and that every child can experience success if given the opportunity in a positive environment that builds upon each child's strengths.

We believe that school, the arena of education, is much more than reading, writing and arithmetic. It is a place for social interaction, for friendships and for learning the boundaries of positive and acceptable behavior.

It is the Hill View School philosophy to constantly expand the horizons of the organization and to provide more and better programs that will empower its students to experience the success that will enable them to become productive adults, useful to themselves, their families and their communities.

The mission of Hill View School and Advanced Education Services is to provide each child, family, and adult we serve with quality educational programs so they may be empowered to lead successful and productive lives.

We believe:

1. Every child can learn and should be given that opportunity.
2. All children can put forth their best effort to take full advantage of their opportunities.
3. Progress in education requires mutual respect between students and teachers.
4. Education must be a combined effort on the part of students, teachers, family, and community.
5. Excellence is the only goal for which to strive.

## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Hill View School is a parent-friendly campus. Parents have many opportunities for involvement including enrollment week, Open House, Individualized Education Program meetings, and other special events. Parents are encouraged to call or visit the campus to discuss their child's academic and social goals with the principal and staff. Hill View School takes pride in its "open door" policy.

As the student population continues to change, Hill View School continues its efforts to address the parents in their native languages. All school wide information is sent in their respective language, when necessary. Every effort is made to have a staff translator when conducting parent conferences, when enrolling new students, and when making phone contacts with parents. This effort has met with great success.

Parents receive information about all school programs, services and activities. Hill View School provides the opportunity for students to be exposed to a variety of careers, which involves speakers from a variety of businesses and colleges who come to our campus to make classroom presentations and provide informational talks on our campus.

Businesses, through partnerships with our school, enhance and support educational opportunities for our students. Cooperative programs which meet the goals and objectives of the instructional program are encouraged.

As with other school personnel, volunteers must meet certain qualifications and accept certain responsibilities that include a genuine interest in helping students, a warm and friendly attitude, an ability to work with others in the school, an acceptance of individual differences in students, and an appreciation for all racial and ethnic groups.

## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	2
Grade 3	1	Grade 10	4
Grade 4	1	Grade 11	2
Grade 5	1	Grade 12	2
Grade 6	1	Ungraded Secondary	0
Grade 7	4	Total Enrollment	18

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	33	White (not Hispanic)	33.5
American Indian or Alaska Native	0	Multiple or No Response	0
Asian	0	Socioeconomically Disadvantaged	100
Filipino	0	English Learners	0
Hispanic or Latino	33.5	Students with Disabilities	100
Pacific Islander	0	---	---

### Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>K-3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3-4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2	1	N/A	N/A
<b>4-8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	5	1	N/A	N/A
<b>Other</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2	1	N/A	N/A

### Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	N/A	N/A	N/A	N/A	5	1	N/A	N/A	6	3	N/A	N/A
<b>Mathematics</b>	N/A	N/A	N/A	N/A	5	1	N/A	N/A	6	3	N/A	N/A
<b>Science</b>	N/A	N/A	N/A	N/A	5	1	N/A	N/A	6	3	N/A	N/A
<b>Social Science</b>	N/A	N/A	N/A	N/A	5	1	N/A	N/A	6	3	N/A	N/A

### Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2007-08	2008-09	2009-10
<b>K</b>	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

We provide our students, on a daily basis, with a safe, secure, and welcoming environment. School safety is a top priority and our comprehensive school safety plan addresses prevention, preparedness, response, and recovery. Creating a safe school is a joint responsibility of students, parents/guardians, teachers, school officials, local law enforcement, emergency personnel, and others in the community. The school staff makes every effort to ensure a safe environment for all students and has a detailed school safety plan on site. Adult supervision of the campus before school, between classes, at lunch, after school and at all school activities contributes to the stable and safe school environment.

## School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Clearly defined standards of conduct are issued to students at the entry of all new students upon enrollment.

Hill View School's Leadership Committee has high academic and behavioral expectations. Classroom disruptions are not tolerated. Every student is expected to come to school prepared to learn as well as to have all homework assignments completed.

Hill View School promotes a positive learning environment with many school incentives. The Academic and Behavior Levels Student luncheon and outings, weekly Student store; additionally, students demonstrating behavior well above average earn school supplies (e.g. pencils and notebooks) and other awards from Teachers.

At the completion of each term, students are recognized for their academic, athletic and behavior achievements in our End of The Term Award Ceremony.

All students are provided with information regarding graduation requirements, school policies, rules and other school related information.

Hill View School believes that the classroom is a very special place. That's why all of the teachers, instructional paraprofessionals, administrators, and staff members support the special learning needs of each student in a caring and respectful environment. School staff is always creating opportunities to inspire, guide, and motivate each student to do their best. In addition, the staff acts as role models for each and every student, helping them to mature mentally, emotionally and physically.

At Hill View School, we create a learning environment that is extremely supportive of each student's needs and achievements. By providing a supportive and positive environment that emphasizes core values, self-accountability, and shared responsibility, we believe that every child can be educated and that every child can be provided with the opportunity to live a successful life and achieve their dreams.

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspensions</b>	N/A	2	5	NA	NA	NA
<b>Expulsions</b>	N/A	0	0	NA	NA	NA

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

AES – Hill View school grounds, buildings, and restrooms are maintained in accordance with the highest standards established by Advanced Education Services and are inspected daily to ensure those high standards are maintained. On-site maintenance personnel and daily custodial service assure the safety, cleanliness, and adequacy of school facilities. School safety programs for all staff, documented safety inspections, safety meetings, contracted fire equipment maintenance service, a fire warning system, announced and unannounced fire and earthquake drills, and local fire authority inspections all ensure a safe and clean school facility.

Hill View School was established in August of 2008. The school has 6 computers that are used for instructionally allotted purposes. Every classroom has internet access via a state of the art high speed internet communication line. Our buildings meet handicap regulations. We are also in compliance with state earthquake standards. The hard work of our maintenance staff keeps our facility in excellent condition.

## School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		N/A
Mechanical Systems	X		N/A
Windows/Doors/Gates (interior and exterior)	X		N/A
Interior Surfaces (walls, floors, and ceilings)	X		N/A
Hazardous Materials (interior and exterior)	X		N/A
Structural Damage	X		N/A
Fire Safety	X		N/A
Electrical (interior and exterior)	X		N/A
Pest/Vermin Infestation	X		N/A
Drinking Fountains (inside and outside)	X		N/A
Restrooms	X		N/A
Sewer	X		N/A
Playground/School Grounds	X		N/A
Other	X		N/A

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	N/A	2	2	N/A
Without Full Credential	N/A	0	0	N/A
Teaching Outside Subject Area of Competence	N/A	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	N/A	0	0
Total Teacher Misassignments	N/A	0	0
Vacant Teacher Positions	N/A	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	2	0

<b>All Schools in District</b>	N/A	N/A
<b>High-Poverty Schools in District</b>	N/A	N/A
<b>Low-Poverty Schools in District</b>	N/A	N/A

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Substitute teachers go through an extensive screening process by the Advanced Education Services human resources office. Once approved by our Human Resources department, they are assigned as needed according to the degree and ability to work with students. Each of Hill View School's full time teachers is required to maintain a substitute teacher binder to be used and followed by substitute teachers when they are filling in for the full time teacher. The binders contain all the information that substitute teachers need to make their teaching pleasant and effective.

### Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

It is the policy of Advanced Education Services that the job performance of each employee shall be evaluated periodically by the employee's supervisor. Information derived from the performance evaluation will be used to identify the training needs of the employee and to determine the employee's eligibility for yearly salary increases, promotion, and transfer. Performance evaluations may be completed upon the following occasions:

- a. Approximately every twelve months after the date of employment
- b. Whenever appropriate, as determined by the principal/director or supervisor

Teachers are trained in the area of instructional excellence are expected to write and deliver lesson plans that support the state standards and effective lesson structure. Teachers are also trained in the area of scripted lesson delivery for reading, math, and writing programs for selected students.

Teachers receive support from onsite teacher trainers and/or administrative staff.

Teachers are observed frequently in the classroom by the principal/director and receive informal and formal observations.

Each of the teachers at Hill View School are videotaped and scored on a monthly basis. The scoring is based on three scoring guides, which have been established by Advanced Education Services.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	3	6
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (paraprofessional)</b>	0	N/A
<b>Psychologist</b>	0	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0	N/A
<b>Speech/Language/Hearing Specialist</b>	0	N/A
<b>Resource Specialist (non-teaching)</b>	0	N/A
<b>Other (Therapists)</b>	0	N/A

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts		
Mathematics	Hill View School complies with the requirement for nonpublic schools to use materials from the geographically located LEA's adopted textbooks and instructional materials.	
Science		
History-Social Science		
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	N/A
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Through six annual staff in-service days and participation in offsite workshops and conferences, Hill View School staff members keep up-to-date on the latest educational trends and teaching methodologies. Teachers, support staff, and the principal participate in over 100 hours of Professional Staff Development each year, most of which is aimed at directly improving delivery to students. Staff development is funded through the local school district and Advanced Education Services.

Staff onsite/offsite in-services are intended to reinforce the mastery teaching techniques that teachers are being exposed to through our ongoing coaching. These in-service days also focus on practicing direct instruction techniques and writing, implementing and monitoring students' Individual Education Programs. Hill View School staff is trained in Pro-Act, First Aid and CPR.

All new teachers are mentored and/or trained by on-site Teacher Trainer or the Principal in classroom and behavioral management, Direct Instruction implementation, and in special education.

Effective classroom instructional strategies, a positive classroom management system, organization policies and procedures, and related training are emphasized at in-service training and regularly scheduled school staff meetings. In addition, specific education courses, conferences, seminars and training are offered through the local universities and Special Education Local Plan Area facilities.

## Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	N/A	N/A
Mid-Range Teacher Salary	N/A	N/A
Highest Teacher Salary	N/A	N/A
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	N/A	N/A
Superintendent Salary	N/A	N/A
Percent of Budget for Teacher Salaries	N/A	N/A
Percent of Budget for Administrative Salaries	N/A	N/A

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English-Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A

<b>Economically Disadvantaged</b>	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A

### Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
<b>Reading</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

### NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
<b>African American</b>	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A
<b>Asian</b>	N/A	N/A
<b>Filipino</b>	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A
<b>Pacific Islander</b>	N/A	N/A
<b>White (not Hispanic)</b>	N/A	N/A
<b>Male</b>	N/A	N/A
<b>Female</b>	N/A	N/A
<b>Economically Disadvantaged</b>	N/A	N/A
<b>English Learners</b>	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A

### Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
<b>K</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	NA	N/A	N/A	N/A	N/A	N/A	N/A
<b>6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

### California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	N/A
7	N/A
9	N/A

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007-08	2008-09	2009-10
Statewide	N/A	N/A	N/A
Similar Schools	N/A	N/A	N/A

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2007-08	2008-09	2009-10	2010
All Students at the School	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A
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### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	N/A	N/A
Participation Rate - English-Language Arts	N/A	N/A
Participation Rate - Mathematics	N/A	N/A
Percent Proficient - English-Language Arts	N/A	N/A
Percent Proficient - Mathematics	N/A	N/A
API	N/A	N/A
Graduation Rate	N/A	N/A

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

## Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2009-10 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2010		
	School	District	State
All Students	0	N/A	N/A
African American	0	N/A	N/A
American Indian or Alaska Native	0	N/A	N/A
Asian	0	N/A	N/A
Filipino	0	N/A	N/A
Hispanic or Latino	0	N/A	N/A
Pacific Islander	0	N/A	N/A
White (not Hispanic)	0	N/A	N/A
Socioeconomically Disadvantaged	0	N/A	N/A
English Learners	0	N/A	N/A
Students with Disabilities	0	N/A	N/A

## Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

N/A
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## Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

## Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

## Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	N/A	N/A

<b>English</b>	N/A	N/A
<b>Fine and Performing Arts</b>	N/A	N/A
<b>Foreign Language</b>	N/A	N/A
<b>Mathematics</b>	N/A	N/A
<b>Science</b>	N/A	N/A
<b>Social Science</b>	N/A	N/A
<b>All courses</b>	N/A	N/A

### College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

N/A
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### SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Indicator	2008	2009	2010
<b>Percent of Grade 12 Students Taking the Test</b>	N/A	N/A	N/A
<b>Average Verbal Score</b>	N/A	N/A	N/A
<b>Average Math Score</b>	N/A	N/A	N/A
<b>Average Writing Score</b>	N/A	N/A	N/A

## XI. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

All course outlines are aligned to the California State Standards. Instruction consists of both corrective classes and classes taught at student grade level. All classes are taught to meet the needs of special education students in order to help them meet the goals in their Individual Education Programs. All students are required to take math and either corrective reading or reasoning and writing classes in addition to their core class work.

The principal is the instructional leader. The principal supervises a teacher trainer who offers support and guidance to other site assigned teachers. The Principal and Teacher Trainer will coach and lead the teachers through classroom observations, site-based coaching and training as well as through leading teacher training seminars at the Advanced Education Services Training Center.

School leadership is the responsibility of the principal with input from the office staff, teachers, and instructional paraprofessionals.

The school leadership team includes students. The student leadership team membership is based on academic and behavior achievement. The student leadership team meets regularly with a staff member to discuss student concerns and to guide one another to be good examples of behavior and character to all students.

### Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Through six annual staff in-service days and participation in offsite workshops and conferences, Hill View School staff members keep up-to-date on the latest educational trends and teaching methodologies. Teachers, support staff, and the principal participate in over 100 hours of Professional Staff Development each year, most of which is aimed at directly improving delivery to students. Staff development is funded through the local school district and Advanced Education Services.

Staff onsite/offsite in-services are intended to reinforce the mastery teaching techniques the teachers are being exposed to through our ongoing coaching. These in-service days also focus on practicing direct instruction techniques and

writing, implementing and monitoring students' Individual Education Programs. The Hill View School staff is trained in Pro-Act, First Aid and CPR.

All new teachers are mentored and trained by the Principal and Teacher Trainer for instruction in classroom and behavioral management, Direct Instruction implementation, and in special education.

Effective classroom instructional strategies, a positive classroom management system, organization policies and procedures, and related training are emphasized at in-service training at frequent school staff meetings. In addition, specific education courses, conferences, seminars and training are offered through the local universities and Special Education Local Plan Area facilities.

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	N/A	36,000
1	N/A	50,400
2	N/A	50,400
3	66,000	50,400
4	66,000	54,000
5	66,000	54,000
6	66,000	54,000
7	66,000	54,000
8	66,000	54,000
9	66,000	64,800
10	66,000	64,800
11	66,000	64,800
12	66,000	64,800

### Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	200	180 days
10	200	180 days
11	200	180 days
12	200	180 days

### Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Hill View School had five minimum days during the 2009-2010 School Year for staff development and team-building.